**EPP Candidate’s Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Program \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_**

**Person Completing the Form:** (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Role \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*The purpose of this assessment is to obtain professional evaluations of the dispositions (behaviors and attitudes) of Keene State College Candidates as they progress in our programs. These dispositions are based on the KSC Conceptual Framework, Charlotte Danielson’s framework (2007), InTASC standards, and NH DOE Standard Ed 610.02.*

**Key:** (see reverse for rubric)

1 – Does Not Meet Standard

2 – Progress Towards Meeting Standard

3 – Meets Standard

4 – Exceeds Standard

***The Candidate demonstrates the following patterns as appropriate to their progress in their educator preparation program:***

|  |  |  |
| --- | --- | --- |
| **Disposition:** | **Rating****(Circle)** | **Comments: (Please provide comments that support your rating.)** |
| 1. Is present, punctual, and prepared | 1 2 3 4 |  |
| 2. Presents appropriate professional appearance/demeanor | 1 2 3 4 |  |
| 3. Shows clear and accurate oral communication skills | 1 2 3 4 |  |
| 4. Shows clear and accurate written communication skills  | 1 2 3 4 |  |
| 5. Accepts responsibility for own actions and acting with integrity | 1 2 3 4 |  |
| 6. Works collaboratively to create inclusive learning environments | 1 2 3 4 |  |
| 7. Demonstrates respect, empathy, and caring for others | 1 2 3 4 |  |
| 8. Engages with diverse perspectives and backgrounds to inform their practice | 1 2 3 4 |  |
| 9. Exhibits enthusiasm for students and passion for teaching | 1 2 3 4 |  |
| 10. Works persistently and reflectively to achieve success | 1 2 3 4 |  |
| 11. Acknowledges the legal and ethical obligations of the profession  | 1 2 3 4 |  |
| 12. Engages in professional learning  | 1 2 3 4 |  |

Signature of Person Completing Form Signature of EPP Candidate

Date: Date:

| **Disposition** | **Does Not Meet Standard (1)** | **Progress Toward Meeting Standard (2)** | **Meets Standard (3)** | **Exceeds Standard (4)** |
| --- | --- | --- | --- | --- |
| **1. Is present, punctual, and prepared**InTASC #9 Professional Learning and Ethical Practices | Candidate is rarely present, punctual and prepared for full participation in the class and/or clinical experience. | Candidate is inconsistently present, punctual and prepared for full participation in the class and/or clinical experience. | Candidate is consistently present, punctual and prepared for full participation in the class and/or clinical experience. | Candidate is consistently present, arrives early/stays late, communicates questions in preparation, and is fully prepared to participate in the class and clinical experience.  |
| **2. presenting appropriate professional appearance/ demeanor** InTASC #9 Professional Learning and Ethical Practice | Candidate rarely presents a professional appearance (i.e., attire, jewelry, hygiene) and/or demeanor in the class and/or clinical experience. | Candidate inconsistently presents a professional appearance (i.e., attire, jewelry, hygiene) and/or demeanor in the class and/or clinical experience. | Candidate consistently presents a professional appearance (i.e., attire, jewelry, hygiene) and demeanor in the class and clinical experience. | Candidate always presents a professional appearance (i.e., attire, jewelry, hygiene) and demeanor in the class and clinical experience.  |
| **3. clear and accurate oral communication skills**InTASC #3 Learning Environment | Candidate rarely demonstrates clear and accurate oral communication skills with students, peers, and professionals. | Candidate inconsistently demonstrates clear and accurate oral communication skills with students, peers, and professionals. | Candidate consistently demonstrates clear and accurate oral communication skills with students, peers, and professionals. | Candidate consistently demonstrates clear and accurate oral communication skills with students, peers, professionals, and families/community partners. |
| **4. clear and accurate written communication skills**InTASC #3 Learning Environment | Candidate rarely uses correct spelling and/or punctuation. Written communication is rarely well organized, contains grammatical errors, and/or does not accurately convey meaning. | Candidate inconsistently uses correct spelling and/or punctuation. Written communication is disorganized, contains some grammatical errors, and/or inconsistently conveys accurate meaning. | Candidate consistently uses correct spelling and punctuation. Written communication is organized, free of grammatical errors, and accurately conveys meaning. | Candidate consistently uses correct spelling and punctuation. Written communication is thoughtfully organized, free of grammatical errors, and skillfully conveys meaning to the appropriate audience (i.e., students, peers, professionals, and families/community partners). |
| **5. accepting responsibility for own actions and acting with integrity**InTASC #9 Professional Learning and Ethical Practice NH DOE Ed 610.02.d.1.a Reflection and Continuous Growth | Candidate rarely demonstrates integrity, honesty, and compliance with the academic honesty policy in all interactions and inconsistently accepts responsibility for their own actions. | Candidate inconsistently demonstrates integrity, honesty, and compliance with the academic honesty policy in all interactions and inconsistently accepts responsibility for their own actions. | Candidate consistently demonstrates integrity and honesty in all interactions and accepts responsibility for their own actions. This includes complying with the academic honesty policy and following through with consequences of their actions.  | Candidate consistently demonstrates integrity and honesty in all interactions and accepts responsibility for their own actions. This includes complying with the academic honesty policy and takes initiative and actions to follow through with consequences of their actions.  |
| **6. works collaboratively to create individual and inclusive learning environments**InTASC #10 Leadership and Collaboration NH DOE Ed 610.02.d.2.a Collaboration | Candidate rarely collaborates with colleagues, classmates, teachers or others, and rarely demonstrates the use of inclusive practices in both the class and/or clinical experience.  | Candidate inconsistently collaborates with colleagues, classmates, teachers or others, and inconsistently demonstrates the use of inclusive practices in both the class and/or clinical experience.  | Candidate consistently collaborates with colleagues, classmates, teachers and others, and consistently demonstrates the use of inclusive practices in both the class and/or clinical experience.  | Candidate consistently collaborates with colleagues, classmates, teachers and others, and demonstrates the use of inclusive practices in both the class and clinical experience. Candidate participates in the decision-making process and acknowledges and incorporates the ideas and contributions of others.  |
| **7. respect, empathy, and caring for others**InTASC #2 Learning Differences NH DOE Ed 610.02.a.2.a Learning Differences In TASC#3 Learning Environment NH DOE Ed 610.02.a.3.a Learning Environment InTASC #10 Leadership and Collaboration NH DOE Ed 610.02.d.2.a Collaboration | Candidate rarely demonstrates positive interpersonal skills (i.e., verbal and nonverbal behaviors) and compassion for human experiences as appropriate to the context when interacting with others in class and/or in clinical experience. | Candidate inconsistently demonstrates positive interpersonal skills (i.e., verbal and nonverbal behaviors) and compassion for human experiences as appropriate to the context when interacting with others in class and/or in clinical experience. | Candidate consistently demonstrates positive interpersonal skills (i.e., verbal and nonverbal behaviors) and compassion for human experiences as appropriate to the context when interacting with others in the class and/or clinical experience | Candidate consistently demonstrates positive interpersonal skills (i.e., verbal and nonverbal behaviors) and compassion for human experiences as appropriate to the context when interacting with others in the class and clinical experience Candidate takes initiative and is self-directed when responding to others. |
| **8. engages with diverse perspectives and backgrounds to inform their practice**InTASC #9 Professional Learning and Ethical Practice NH DOE Ed 610.02.d.1.a Reflection and Continuous Growth InTASC #10 Leadership and Collaboration NH DOE Ed 610.02.d.2.a Collaboration | Candidate rarely engages with diverse ideas, opinions, and perspectives expressed by students, families, peers, and/or professionals. | Candidate engages with diverse ideas, opinions, and perspectives expressed by students, families, peers, and/or professionals, which are inconsistently integrated into their practice. | Candidate consistently engages with diverse ideas, opinions, and perspectives expressed by students, families, peers, and/or professionals, which are consistently integrated into their practice. | Candidate consistently engages with diverse ideas, opinions, and perspectives expressed by students, families, peers, and/or professionals, which are consistently integrated into their practice. Candidate also acknowledges their own bias and perspectives. |
| **9. exhibiting enthusiasm and passion for students and teaching**InTASC #8 Instructional Strategies NH DOE Ed 610.02.c.3 Learning Facilitation Strategies InTASC #10 Leadership and Collaboration | Candidate rarely demonstrates enthusiasm when interacting with all students and professionals in class and/or clinical experience; and/or rarely demonstrates appropriate motivation, effort, enjoyment, and energy for teaching and learning. | Candidate inconsistently demonstrates enthusiasm when interacting with all students and professionals in class and/or clinical experience; inconsistently demonstrates appropriate motivation, effort, enjoyment, and energy for teaching and learning. | Candidate consistently demonstrates enthusiasm when interacting with all students and professionals in class and/or clinical experience; consistently demonstrates appropriate motivation, effort, enjoyment, and energy for teaching and learning. | Candidate consistently demonstrates enthusiasm and passion when interacting with all students and professionals in class and clinical experience; consistently demonstrates appropriate motivation, effort, enjoyment, and energy for teaching and learning.  |
| **10. working persistently and reflectively to achieve success**InTASC #9 Professional Learning and Ethical Practice NH DOE Ed 610.02.d.1.a Reflection and Continuous Growth  | Candidate rarely demonstrates a positive work ethic for in classes and/or clinical experience; and/or rarely uses feedback to improve; and/or rarely demonstrates willingness to persevere to achieve quality. | Candidate inconsistently demonstrates a positive work ethic in classes and/or clinical experience; and/or inconsistently uses feedback to improve; and/or inconsistently demonstrates willingness to persevere to achieve quality.  | Candidate consistently demonstrates a positive work ethic in classes and/or clinical experience; and/or consistently uses feedback to improve; and/or consistently demonstrates willingness to persevere to achieve quality.  | Candidate consistentlydemonstrates a positive work ethic in classes and clinical experience; and/or consistently takes initiative to seek out additional feedback to improve; and demonstrates willingness to persevere to achieve quality. |
| **11. acknowledging the legal and ethical obligations of the profession** InTASC #9 Professional Learning and Ethical Practice NH DOE Ed 610.02.d.1.a Reflection and Continuous Growth | Candidate rarely articulates and/or demonstrates expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy in class and/or in clinical experience | Candidate inconsistently articulates and/or demonstrates expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy in class and/or in clinical experience. | Candidate consistently articulates and demonstrates expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy in class and in clinical experience. | Candidate consistently articulates and demonstrates expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy in class and in clinical experience. Explores additional guidance and resources to support professional growth. |
| **12. engaging in professional learning** InTASC #9 Professional Learning and Ethical Practice NH DOE Ed 610.02.d.1.a Reflection and Continuous Growth InTASC #10 Leadership and Collaboration NH DOE Ed 610.02.d.2.a Collaboration | Candidate rarely seeks out and engages in professional learning opportunities.  | Candidate inconsistently seeks out and engages in ongoing professional learning opportunities.  | Candidate consistently seeks out and engages in ongoing professional learning opportunities. | Candidate consistently seeks out and engages in a variety of professional learning opportunities and integrates this new knowledge in their profession and with students.  |